Kentucky Council on Postsecondary Education

REQUEST FOR PROPOSALS

KENTUCKY'S IMPROVING EDUCATOR QUALITY STATE GRANT PROGRAM YEAR 11

Authorized by the
Elementary and Secondary Education Act (ESEA)
Title II, Part A – Teacher & Principal Training & Recruitment Fund

CLOSING DATE

September 21, 2012

Council on Postsecondary Education
1024 Capital Center Drive, Suite 320
Frankfort, Kentucky 40601

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PREFACE

Senate Bill 1 (2009 Regular Session) was signed by the Governor on March 26, 2009. The bill calls upon the Kentucky Department of Education, in collaboration with the Kentucky Council on Postsecondary Education, to plan and implement a comprehensive process for revising academic content standards. Working collaboratively, the agencies have developed a process to revise standards in all content areas. A process was also developed to create a unified strategy to reduce college remediation rates and increase graduation rates of postsecondary students with developmental education needs.

Senate Bill 1 is a significant piece of education legislation that revises the assessment and accountability system for K-12 education in Kentucky. It calls for a revision of standards to be based on national and international benchmarks in order to increase the rigor and focus the content of K-12 education. The bill also addresses increasing the number of students that are college ready.

Kentucky's participation in the common core standards initiative for English/language arts and mathematics ensures that the tenets of Senate Bill 1 (codified as KRS 158:6451) are met. The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

Governors and state commissioners of education from 48 states and territories are committed to implementing a common core of state standards in English/language arts and mathematics for grades K-12. Kentucky convened a steering committee, consisting of members of the General Assembly and educational leaders, to provide oversight of the comprehensive process of aligning content from K-12 to college entry level courses, oversee the revision of standards and the professional development process, and provide guidance for the evaluation of processes and next steps. Mathematics and language arts content work groups, consisting of postsecondary faculty, K-12 educators, and representatives from business and industry, reviewed drafts of the standards and are participating in the assessment design process. From the outset, Kentucky has been a vital participant in the work, making sure that these standards and assessments meet the needs of the unanimously approved Kentucky legislation. These sets of standards and related assessments define the knowledge and skills students should have to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs.

The Kentucky Department of Education, the Education Professional Standards Board, and the Council on Postsecondary Education jointly adopted these standards on February 10, 2010.

The standards are aligned with college and work expectations, include rigorous content and application of knowledge through high-order skills, build upon strengths and lessons of current state standards, are internationally-benchmarked so that all students are prepared to succeed in the global economy and society, and are evidence and/or research-based.

To that end, the Council, is focusing Year 11 of the Improving Educator Quality State Grant Program on projects that fully integrate the Common Core Standards and related assessments in a way that assists teachers in providing intervention in content areas for students in need of accelerated learning.

Proposals should include a plan for collaborating with each school during the year to ensure ongoing support for project participants. Therefore, communicating with participants is essential. Also important is working with the participants to ensure that the content presented is consistent with and supportive of the new standards.

Project directors and staff should clearly articulate the specific goals and activities necessary to successfully and efficiently operate the program. The proposal should also present a detailed recruitment plan. Common Core project proposals should be written according to the same guidelines as previous IEQ proposals, including partnership requirements with Colleges of Education, Arts and Sciences, and high-need LEAs. They will be evaluated under the same guidelines and will be monitored by Council staff according to the same guidelines as previous IEQ projects.

TIMELINE FOR YEAR 11 IEQ PROGRAMS

August 3, 2012	Intent to Submit Proposal Due
August 17, 2012	Deadline for Submitting Questions Regarding Proposals
September 21, 2012	Proposals Due **(Must be received at the Council on Postsecondary Education by 4:30 p.m., ET)**
Sept. 24-Oct. 12, 2012	Evaluation of Proposals
November 16, 2012	CPE Considers Recommended Proposals for Funding
November 23, 2012	Award Letters Mailed
January 1, 2013	Start Date for Project Implementation
April 30, 2013	Quarterly Reimbursement Request for Period 1/1-3/31 Due
May 10, 2013	Summer and Follow-up Training Dates and Locations Due
June 2013 – May 2014	CPE Site Visits to Summer and Follow-up Training
July 31, 2013	Quarterly Reimbursement Request for Period 4/1-6/30 Due
October 31, 2013	Quarterly Reimbursement Request for Period 7/1-9/30 Due
January 31, 2014	Quarterly Reimbursement Request for Period 10/1-12/31 Due
March 31, 2014	A-133 Audit Report for FY 2009-10 Due
April 30, 2014	Quarterly Reimbursement Request for Period 1/1 – 3/31 Due
May 1, 2014	Last Date to Request a No-cost Extension
June 30, 2014	Project Year Ends
August 31, 2014	Final Reimbursement Request for Period 4/1-6/30 Due
August 31, 2014	Final Program Report Due
March 31, 2015	A-133 Audit Report for FY 2010-11 Due

I.   INTRODUCTION

On January 8, 2002, President Bush signed into law the revised Elementary and Secondary Education Act (ESEA), arguably the most significant change in federal education law in 30 years. Also called the "No Child Left Behind Act," the law ties federal funding to incremental improvements in student achievement, as measured by statewide standardized assessments, and it places more pressure on states to close achievement gaps among students of different racial, ethnic, and economic backgrounds.

The Teacher and Principal Training and Recruiting Fund authorizes allocations for the Improving Teacher Quality State Grant Program (CFDA #84.367B), which Kentucky calls the Improving Educator Quality Program. The program gives Kentucky the flexibility to fund high-quality teacher and principal training, grounded in scientifically based research, in all core academic subjects. In return, the state and the grant recipient will be held to stricter accountability measures to ensure improvement in the quality of educators and the performance of students.

The Council receives approximately $1,000,000 in federal funding from the U. S. Department of Education, which will be allocated through a competitive grant process for projects operating from January 1, 2013, through June 30, 2014.

II.   PROGRAM PHILOSOPHY

The Improving Educator Quality Program aims at increasing the academic achievement of all students by helping schools and districts ensure their teachers and administrators are highly qualified. Through IEQ, the Council hopes to foster innovative, sustained, embedded professional development programs that improve student and school performance through ongoing cooperation and collaboration among K-12 educators and postsecondary faculty. In addition, projects will be expected to fully integrate the Common Core State Standards and related assessments in professional development that assists teachers in providing intervention in content areas for students in need of accelerated learning.

When developing proposals for the IEQ Program, the Council urges applicants to review the following documents:

- Common Core State Standards Initiative (http://www.corestandards.org)
- Partnership for Assessment of Readiness for Colleges and Careers (http://www.achieve.org/PARCC)
- KDE Characteristics of Highly Effective Teaching and Learning (http://www.education.ky.gov/KDE/Instructional+Resources/Highly+Effective+Teaching+and+Learning/)
- www.Kycorestandards.org
- The Council's new strategic plan, Stronger by Degrees (http://cpe.ky.gov/planning/)

III. GRANT AWARDS

Grants will be awarded in accordance with the rules and regulations governing NCLB, Title II, Part A. You can learn more about NCLB on the U.S. Department of Education's website: www.ed.gov/nclb/landing.jhtml. The most recent non-regulatory guidance issued for Title II, Part A (October 5, 2006) can be downloaded at www.ed.gov/programs/teacherqual/guidance.pdf.

All funds shall be used for embedded professional development activities that provide sustained, intensive training—informed by scientifically based research—for individuals or teams of teachers, principals, and other school or district leaders that have documented effects on improvements in student and school performance in meeting college readiness standards for graduates.

A. Eligible Applicants

Only partnerships are eligible to apply for professional development funds through this program. Federal guidelines mandate that, at a minimum, the partnership consist of:

- A public or independent institution of postsecondary education and the division that prepares teachers and principals (community and technical colleges must partner with a university's school of education);

- A postsecondary institution's school of arts and sciences; and

- A high-need local educational agency (district), defined as an LEA where at least 20% or 10,000 children served are from families below the poverty line, and for which there is a high percentage of teachers teaching outside their content area or with emergency, provisional, or temporary certification or licensing. Please see the attached list of eligible school districts for Year 11.

Only one institution of higher education can serve as the fiscal agent for the grant, but the Council encourages partnerships that include two or more postsecondary institutions and multiple schools and school districts. Partnerships also may include schools and districts that do not qualify as "high need" according to the census definition, public charter schools, private schools, an educational service agency, a nonprofit educational organization, a nonprofit cultural organization, an entity carrying out a pre-kindergarten program, a teacher organization, a principal organization, or a business. The Council will give preference to partnerships that include local P-16 councils, education cooperatives, and middle and high schools participating in GEAR UP Kentucky, where feasible.

B.   Use of Funds

Eligible partnerships shall use funds to support professional development activities that:

- Provide teachers, highly qualified paraprofessionals, or principals, as appropriate, with sufficient subject matter knowledge in the core academic subjects they teach and fully integrate the Common Core Standards in a way that assists teachers in providing intervention in Core Content areas for students in need of accelerated learning.

- Develop and provide assistance to local educational agencies and individuals who are teachers, highly qualified paraprofessionals, or principals to ensure the individuals are able to use challenging state academic content and student achievement standards, as well as state assessments, to improve instructional practices and outcomes. Professional development may include intensive programs that prepare such individuals to return to a school to provide professional development training to others.

Federal law requires that:

- Funds received under Title II, Part A **must supplement and cannot supplant** state and local funds that, in the absence of the program, would be used to support authorized activities.

- Any partnership receiving grants from IEQ (under ESEA Title II, Part A) and the Partnership Program for Improving Teacher Preparation (under the *Higher Education Act*, Section 203) shall coordinate activities conducted with these funds.

- No single participant in an eligible partnership, (i.e., no single high-need LEA, no single institution of higher education and its division that prepares teachers and principals, no single school of arts and sciences, and no other single partner), may "use" more than 50 percent of the award [Section 2132(c)]. The provision focuses not on which partner receives the funds, but on which partner directly benefits from them.

  Example: Correct Use of Funds
  Jefferson University, its College of Education, and its College of Arts and Sciences partner with the Lincoln high-need school district to provide professional development for its teachers. As fiscal agent, Jefferson University's grants office receives **100 percent** of the *Title II, Part A* funds for the partnership. The grants office gives:

- the College of Education **25 percent** of the funds to pay its faculty to deliver professional development focused on instructional methodologies;

- the College of Arts and Sciences **25 percent** of the funds to pay its faculty to deliver professional development focused on content knowledge;

- the Lincoln School District **50 percent** of the funds to pay stipends for its teachers to participate in the professional development offered by faculty from the College of Education and College of Arts and Sciences at Jefferson University.

In this example, no single partner uses more than 50 percent of the funds for its own benefit.

C. Project Requirements

The Council on Postsecondary Education expects proposals to conform to the following requirements:

- Professional development programs must be of **sufficient intensity and duration** for teachers to make gains. While summer workshops may be included as a component of a comprehensive program, the focus of the professional development should be on **work-embedded activities** that are **sustained** and **intensive**.

- Projects must facilitate **professional networking** among postsecondary and P-12 educators. **A mentoring component** (e.g., college faculty or master teachers paired with classroom teachers) is strongly encouraged.

- Proposals must include evidence that the proposed activities address the specific **needs identified in the comprehensive or consolidated action plans** of one or more local districts/schools to be served and are aligned with the overarching goals of the KDE, the CPE, and the EPSB.

- Colleges and universities must identify similar professional development offerings currently available and **collaborate with existing initiatives** when possible.

- Evidence must be provided that **all entities of the partnership were represented in the project planning and development**. Participation by at least one principal, teacher, and school and district leader to be served is required in the planning process to ensure the nature and content of all activities will meet the needs of the target audience.

- Projects must identify **the matching dollars and in-kind support** that will be contributed by members of the partnership and describe how these other funding sources will augment requested IEQ funds.

- Activities must **conform to state and national standards** for core academic subjects addressed.

- **Activities proposed must be informed by scientifically based research**. The following is a synopsis of the definition of "scientifically based research," as stated in Title IX of the Act:

    1) Research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs; and

    2) Includes research that employs systematic, empirical methods; involves rigorous data analysis; relies on measurements that provide reliable and valid data; is evaluated using experimental designs; can be replicated; and has been accepted by a peer-reviewed journal.

IV.   FUNDING PRIORITIES

The Council seeks to fund no more than $150,000 to four or five new partnerships (in addition to possible renewals of some current projects). The Council seeks projects that stimulate major, systemic, sustainable changes in the delivery of professional development and extend the scope and reach of professional development activities beyond the boundaries of traditional service areas. Again, projects must fully integrate the Common Core Standards and related assessments in a way that assists teachers in providing intervention in Core Content areas for students in need of accelerated learning.

Most funded projects will be for one year; however, if applicants believe the overall impact of the project would be enhanced by a second year renewal, this may be requested in the proposal. It is incumbent upon applicants requesting consideration for a second year renewal to explain how the second year would enhance the project and the collection of longitudinal data documenting the project's success. Reviewers may elect to recommend the funding of the proposal for one year only or may make the proposal eligible for a second year renewal, based on exemplary progress in the first year.

A.   Priorities for Partnerships

Priority will be given to projects that:

- Include **two or more** postsecondary institutions in the partnership.

- Serve participants from numerous **high-need schools** (high poverty and low performing—i.e., schools at assistance levels 1, 2, and 3, or schools

exhibiting larger performance gaps among subpopulations of students) and middle and high schools participating in GEAR UP Kentucky.

- Serve schools where a high percentage of teachers do not meet the NCLB definition of "highly qualified."

- Address the lowest performance subject areas in the geographic area(s) served (e.g., physical science is the lowest performing sub-domain in science in every region of the state).

- Include detailed plans for **replicating model professional programs** in service areas across the state, **sharing best practices** with other professional development programs, and **recruiting and/or serving minority populations and other historically underserved groups,** including individuals with limited English proficiency, the disabled, migrants, the economically disadvantaged, and the gifted and talented.

Furthermore, Title II, Part A, Subpart III, Sec. 2132 requires the Council to ensure that grants to partnerships are **equitably distributed by geographic area** within a state.

B. Priority Subjects

The Council is focusing Year 11 of the Improving Educator Quality State Grant Program on projects that fully integrate the Common Core Standards and related assessments in a way that assists teachers in providing intervention in Core Content areas for students in need of accelerated learning.

Proposals should include a plan for collaborating with each school during the year to ensure ongoing support for project participants. Therefore, communicating with participants is essential. Also important is working with the participants to ensure that the content presented is consistent with and supportive of the Common Core Standards.

Professional development activities may be focused on any core academic subject; however, preference will be given to projects that address the following critical needs in middle and high school:

Mathematics

- Middle or high school teachers engaging in innovative instructional practices and activities, informed by scientifically based research, that will prepare students for careers in engineering, the physical sciences, technology, and mathematics-related fields.

- Middle school teachers engaging in innovative instructional practices and activities, informed by scientifically based research, that will prepare all students for success in Algebra I by ninth grade at the latest, and preferably by eighth grade.

- Middle or high school teachers effectively delivering or developing mathematics instruction that will prepare students for success in college and the skilled workplace.

Reading and Language Arts

- Middle and high school teachers in all subjects developing and implementing instructional practices, informed by scientifically based research, for teaching reading for comprehension.

- Middle and high school teachers in all subjects enhancing skills in recognizing reading difficulties and making appropriate content-based interventions or referrals for assistance in reading instruction.

C.   Preferred Techniques

The Council on Postsecondary Education encourages proposals that utilize the following techniques:

- Experiential instruction (e.g., activity-based learning) and participant construction of standards-based units or lesson-plans.

- A shift from breadth of coverage to depth of coverage.

- The use of technology for networking and outreach (e.g., use of a listserv, the Internet, the Kentucky Virtual Campus, the Kentucky Virtual Library, the Kentucky Virtual High School, or video conferencing).

- Techniques proven effective in other professional development activities that are informed by scientifically based research.

- Delivery models that make professional development easily accessible to working professionals in the school and embed professional development in on-site school improvement activities.

V.   EVALUATION REQUIREMENTS

A strong evaluation plan with components to measure the actual use and impact of new content knowledge, strategies, materials, and pedagogical techniques must be included. The evaluation plan shall measure the effectiveness of the professional development program with data that show:

- The participants' level of mastery of the content presented in professional development activities (as measured by pre- and post-assessments).

- The effect of professional development activities on classroom instruction (validated by classroom observation of participants by project directors or peers, student work samples, etc.), as compared to a control group of non-participants.

- The effect of the training on student achievement (measured by CATS, CTBS, NAEP, ACT, or other relevant assessments), as compared to a control group of students whose teachers did not participate.

The evaluation plan should include program objectives tied to outcome measures that gauge the effect of all activities on student achievement and behavior. It should also specify: (1) what types of data will be collected; (2) when various types of data will be collected; (3) what designs and methods will be used; (4) what instruments will be developed and when; (5) how the data will be analyzed; (6) when reports of results and outcomes will be available; (7) how information will be used by the project to monitor success and provide accountability information to stakeholders about the success of the project; and (8) how the evaluation results will assist in sustaining the program at the conclusion of the grant.

The Council encourages partnerships to use a portion of their award to hire an external evaluator. For your reference, the current Final Program Report Format is included as Appendix II.B. Program directors will be expected to implement any federal guidelines established, as necessary.

VI. PREPARATION OF PROPOSALS

Applicants must submit a complete proposal that adheres to the following format:

   A. Cover Page (Appendix I.A)

   B. Abstract (Appendix I.B)

   C. Cooperative Planning Efforts (Appendix I.C)

   D. Partnership Agreements (Appendix I.D)

   E. Statement of Assurances (Appendix I.E)

   F. Budget Form (Appendix I.F)

   G. Project Narrative (not to exceed 20 double-spaced pages with one inch margins using a standard 12-point font) (description of the integration of the Common Core Standards should be woven throughout the narrative)

   1. Analysis of Need and Collaborative Planning

- Document the need for the project. Use student performance and teacher quality data from the schools you will serve to highlight student achievement gaps, teacher preparation gaps, and other needs.
- Explain how the project will meet the professional development needs identified through statewide and school consolidated planning.
- Describe how members of the partnership were involved in project development and planning to ensure local needs were addressed.

2. **Project Objectives**

- List the primary objectives you hope to accomplish (please limit to 5-7 objectives). The objectives should be specific, achievable, and measurable.
- Discuss how the project objectives relate to the Common Core Standards.

3. **Description of Activities**

- **Discuss how the activities proposed will enable the project to achieve its objectives. (Each activity should be tied to a project objective.)**
- For each planned activity, provide information on the duration (number of hours), sequence (timing/order), and source of instruction (staff person responsible). Include summer, after-school, and in-school activities. If the activities involve a college course or teacher workshop, include a description of the course of study, syllabus, textbooks or reference materials, and instructors. Estimate the number of teachers/administrators and schools/school districts that will be served.
- Elaborate on the activity's proven ability to improve teaching and learning as evidenced by scientific research. Proposed activities should be of **sufficient intensity** and provide **ongoing, work-embedded** contexts for teachers and administrators to integrate new knowledge and practices into the classroom or school. Mentoring relationships and "train-the-trainer" models are encouraged.

4. **Capacity, Resources, Sustainability**

- Describe previous professional development projects undertaken by one or more members of the partnership that demonstrate an ability to implement the proposal successfully. Include specific performance data and outcomes where available.
- Discuss how the project will harness existing resources and coordinate with other initiatives to improve student learning and achievement levels.

- Describe additional resources (facilities, technology, equipment, personnel) available to the project.
- Explain how the project activities and outcomes will be shared with other teachers and administrators throughout the state and sustained after the project concludes.

5. **Evaluation Plan**

- Describe how you will evaluate the project's success in meeting its stated objectives. **Performance indicators or targets must relate to a specific project objective** and must be measurable, specific, and used for continuous improvement.
- Explain how the project will measure gains in participants' content knowledge and instructional or leadership practices, as evidenced by assessment and observation and as compared to a control group of teachers/administrators not participating in the project.
- Discuss how the project will demonstrate a positive effect on student performance through objective measures like standardized assessments, portfolios, or teacher-made tests, again as compared to a control group. Indicators may address changes in attitudes/dispositions or skills/behaviors, although these are of secondary importance to cognitive gains.
- Preference will be given to projects that hire an **external evaluator with expertise in educational programs.**

6. **Budget Narrative**

- Provide a detailed narrative description of each line item on the budget form, including a description of the time involvement, roles, and responsibilities of the project director and staff, which mathematically supports the figures listed.
- Justify expenses for all project personnel and participants and ensure all costs are adequately explained, reasonable, and within guidelines.
- Specify sources of cost sharing and match (university in-kind support, local education agency support, and/or other agency support) and explain how they will enhance the project.
- For additional information, refer to Section VII: Budget Guidelines.

7. **Serving Diverse Populations and Learners**

- Describe the professional development strategies that will be used to increase success in serving groups of students for which a performance gap exists and supporting, encouraging, and interacting with all students.
- Identify strategies for recruiting teachers and administrators from under-served and under-represented groups. Describe recruitment

methods and, if appropriate, list targeted schools and local school districts.

- If the project does not focus on under-represented or under-served groups, explain why the focus is not needed.

H. Staff Vitae (Attachment 1)

Provide vitae (no longer than 1 page each) for the following individuals:
- Project director
- Project staff members
- Graduate students
- Teachers or principals who play a major role in the project
- Project evaluator

I. Currently Funded Projects and Pending Proposals (Attachment 2)

Provide a list of currently funded projects and pending proposals involving the project director and associated staff members, including title of project, project period, percent of individual's annual time or support, total award, and funding agency. If there are no funded proposals, enter "none" under this heading.

J. References Cited (Attachment 3)

Provide full references for any materials cited in the narrative.

The project narrative (items G1-G7) must not exceed 20 **double-spaced pages with one inch margins using a standard 12-point font**; this does not include the materials described in items A-F and H-J (application forms and attachments). All major subject headings must be underlined and/or highlighted. All pages must be numbered.

The review panel appreciates clear, concise, thorough, and carefully written proposals that do not exceed length guidelines. Proposals should follow conventional standards for English usage and citations crediting the ideas and words of others.

VII. BUDGET GUIDELINES

The Council on Postsecondary Education recognizes the need for wise and efficient stewardship of the IEQ grant funds. Proposal writers are encouraged to develop efficient and highly effective proposals that incorporate funds available from other sources when possible. Proposed expenditures must be in compliance with all applicable federal regulations including EDGAR and OMB Circulars A-21 and A-110.

A.   Award Amounts

Requested IEQ grant funds, excluding costs applicable to the optional second year renewal, typically will not exceed $150,000. If the reviewers and the Council

elect to award a renewal, the corresponding budget information will be requested at a later date.

B.   Course Work for Credit

Projects involving course work for credit must follow one of two budget options:

1. The grant may pay the direct costs of the project.

2. The grant may pay for regular tuition plus additional costs that are not covered in conventional college courses. Any additional costs must be fully explained to ensure that no duplication of payment occurs. The grant cannot support both the cost of tuition for participants and salaries for instructors.

C.   Budget Preparation Guidelines

The following guidelines are to be used in budget preparation (**please show all calculations in the budget narrative**):

*   **Salaries and Benefits**
    Summer or release-time for faculty salaries and fringe benefits; wages for secretarial assistance, graduate and undergraduate students, and/or peer teachers. The grant may not pay the tuition of graduate or undergraduate students involved in the project.

*   **Clerical/Administrative Assistance**
    If charged in addition to tuition, must be justified as nontraditional course cost.

*   **Contractual and Consultant Fees**
    Fees must not exceed institutional salary levels. Maximum of $450 per day plus expenses for those employed as instructors.

*   **Materials and Supplies**
    Must be for items not normally associated with a credit course that are justifiable.

*   **Travel for Staff and Participants**
    Reasonable expenses for project staff and participants related to in-state meetings integral to project success; travel for project staff to conduct on-site evaluations and follow-up; room and board charges for those participants requiring residential service; and other travel as justified.

*   **Teacher Stipends**
    A maximum rate of $100 a day is permitted.

- **Tuition and Fees (option 2)**
  Regular tuition for in-state participants; the grant cannot absorb both tuition and instructor salaries.

- **Miscellaneous Services**
  Printing charges, duplication, long-distance telephone charges, etc. directly associated with project activities; these charges must be justified.

- **Equipment**
  A maximum of $500 for a single item is allowed. Equipment must be for use by participants, not the institution. Rental is encouraged.

VIII. FISCAL PROCEDURES

All federal funds for IEQ state grants must be assigned to a specific account. If an institution receives more than one grant, separate accounts must be established for each. The recipient institution shall invoice the Council quarterly on a cost-reimbursement basis, using the format provided by the Council (IEQ-01 reimbursement form, posted on www.cpe.ky.gov). The final grant payment will not be made until the Council has received the final project report. Expenditures in excess of the approved award amount will be the responsibility of the recipient institution.

IX. PROPOSAL REVIEW

All proposals will be reviewed and rated by individuals selected by the Council's IEQ program director according to the following criteria:

Evaluation of Proposals (140 points possible)

Analysis of Need and Collaborative Planning (10 points)

Integration of Common Core Standards (20 points)

Project Objectives (20 points)

Description of Activities (25 points)

Capacity, Resources, Sustainability (15 points)

Evaluation Plan (15 points)

Budget (15 points)

Serving Diverse Populations and Learners (10 points)

Overall Impression (10 points)

In the "overall impression" category, reviewers consider the extent to which the proposal is clearly written, well-organized and complete; presents an effective, comprehensive plan for professional development of sufficient duration, intensity, and quality to have a lasting and positive effect; shows significant potential to improve teaching, leadership, and learning; and is important and worthy of being funded.

X.   PROPOSAL SUBMISSION AND DEADLINES

Questions regarding the CPE's Improving Educator Quality Program should be addressed to John DeAtley at:

       Phone: (502) 573-1555, ext. 264
       FAX: (502) 573-1535
       E-mail: john.deatley@ky.gov

Questions will be accepted until August 17, 2012, and will be posted on the Council's website, along with all responses.

Applicants must submit six (6) complete, typed copies of the proposal stapled in the upper left-hand corner. Proposals should not exceed 20 typed, double-spaced pages, excluding appendices and attachments. Proposals must be received by 4:30 p.m., ET on September 21, 2012. Proposals received after that time will *not* be accepted. Faxed proposals will *not* be accepted.

Submit proposals to:

       John T. DeAtley, Director
       Improving Educator Quality Program
       Council on Postsecondary Education
       1024 Capital Center Drive, Suite 320
       Frankfort, KY 40601

XI.   AWARD NOTIFICATION

The Council on Postsecondary Education is expected to consider recommended proposals for approval at its November 2012 meeting. All institutions submitting proposals will be notified in writing soon thereafter regarding funding decisions.

APPENDIX I:
APPLICATION MATERIALS

A. PROPOSAL COVER PAGE
KENTUCKY COUNCIL ON POSTSECONDARY EDUCATION
IMPROVING EDUCATOR QUALITY PROGRAM YEAR 11

1. Lead Institution & Project Director

College/University:
Street/Bldg/PO Box:
City: State: Zip Code:
Project Director(s):
E-mail: Phone: Fax:

2. Project

Title:
Disciplines Involved:
Est. Number of Participants: Grade Levels:
Contact Hours: Credit Hours: Graduate: Undergraduate:
Main Activities:
Consideration for second year renewal based on adequate progress requested?

3. Budget

Requested IEQ Funds: $ In-Kind Funds: $

4. Lead Contacts for Partnership Organizations (at a minimum, a representative of a school of education, a school of arts and sciences, and a high-need LEA)

Name: Institution:
Signature: Date:

Name: Institution:
Signature: Date:

Name: Institution:
Signature: Date:

Name: Institution:
Signature: Date:

5. Certification & Endorsement of Fiscal Agent

Project Director: Title:
Signature: Date:
Institutional Representative: Title:
Signature: Date:

B. ABSTRACT

Provide a concise summary of your proposal in the space provided on this page.
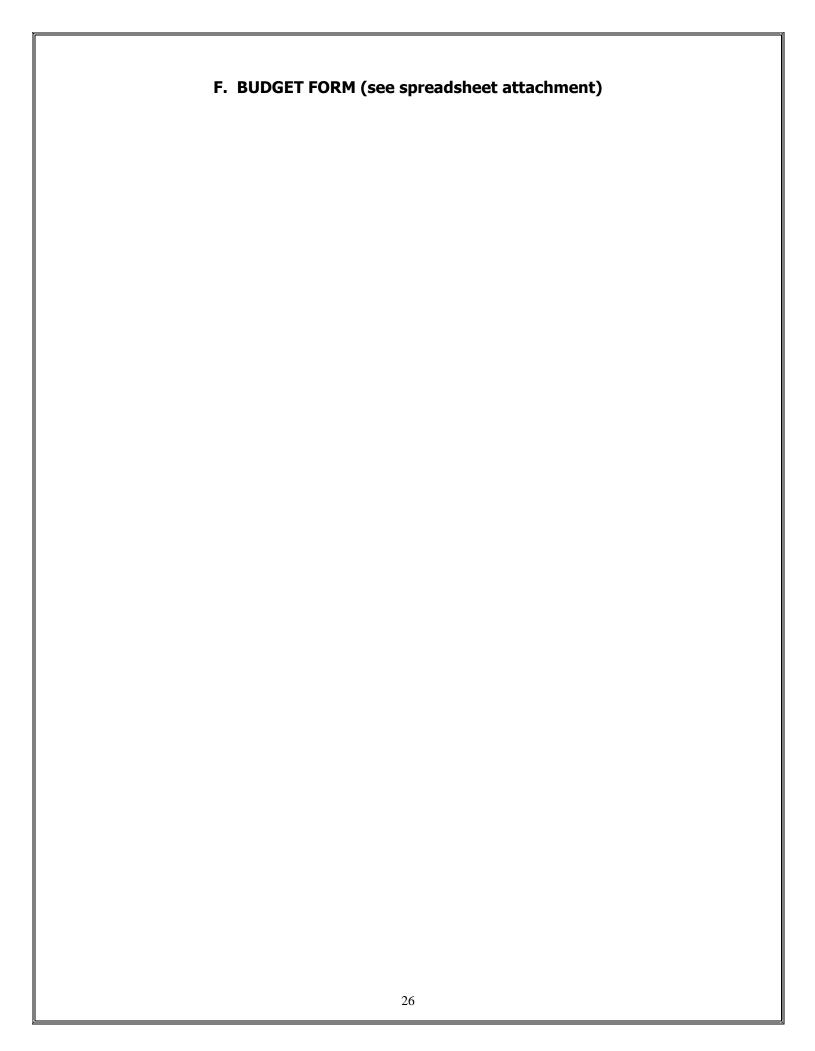
C. COOPERATIVE PLANNING EFFORTS

Describe the collaborative planning efforts that have occurred between the participating institutions, schools of education, divisions of arts and sciences, local school districts, and other participating organizations and agencies. Include dates of meetings, names of participants and schools, and/or departments of participants.

D. PARTNERSHIP AGREEMENT

A copy of this form must be completed for each member of the partnership (at a minimum, the lead institution or fiscal agent, a school of education, a school of arts and sciences, and a high need local education agency).

_____ , upon funding approval by the Council on

(Name of organization)

Postsecondary Education, agrees to participate in the planning, development, and implementation of sustained, high-quality professional development activities for the faculty and/or administration of the following schools and school districts:

_____
_____
_____
_____
_____
_____

The organization agrees to make the following contributions or play the following roles in the project:

_____
_____
_____
_____
_____
_____
_____

The organization assures that this proposal addresses the following professional development needs identified in the school district action plan:

_____
_____
_____
_____
_____
_____
_____

The organization further assures that this proposal was developed with input from the following local school district faculty and staff:

_____
_____
_____
_____
_____
_____

Lead contact: _____ Title: _____
Signature: _____ Date: _____

E. STATEMENT OF ASSURANCES

I, _____ , chief executive officer/financial officer of
　　　　　　(name of individual)

_____ hereby provide assurances to the Council on Postsecondary
　　　　　(name of institution)

Education that should this institution receive a grant under the terms of the Improving Educator

Quality Program, it will:

1. Upon request, provide the Council on Postsecondary Education access to records and other sources of information that may be necessary to determine compliance with appropriate federal and state laws and regulations.

2. Conduct educational activities funded by this project in compliance with the following federal laws:
    a. Title VI of the Civil Rights Act of 1964
    b. Title IX of the Education Amendments of 1972
    c. Section 504 of the Rehabilitation Act of 1973
    d. Age Discrimination Act of 1975
    e. Americans with Disabilities Act of 1990
    f. Title II, Part A of No Child Left Behind Act

3. Use grant funds to supplement and not supplant funds from nonfederal sources.

4. Retain all fiscal records for a minimum period of three years after the Council has filed the final report for the corresponding federal award.

5. Comply with the federal and state requirements to audit federally funded programs in accordance with the Office of Management and Budget (OMB) Circular A-133, and supply the CPE with a copy of the audit report within the timeframe specified in the MOA for each fiscal year in which the grant operates.

6. Make every effort to serve historically underrepresented and underserved groups.

7. Ensure to the extent feasible the equitable participation of nonpublic and parochial schools in all programming supported by project funds.

8. Target for program recruitment educators from schools with the greatest need for assistance.

9. Ensure the project addresses the specific professional development needs and priorities of the state, school(s) and LEA(s) as identified in local action plans.

10. Ensure the project is consistent with national and state standards and indicators (including CPE, KDE, and EPSB), as well as current "scientifically based research."

11. Particpate in a statewide Improving Educator Quality Conference, if held.

12. The institution further assures that all program and evaluation reports required by the U.S. Department of Education and/or the Council on Postsecondary Education will be submitted in accordance with stated guidelines and deadlines.

Signature: _____ Title: _____ Date: _____

F. BUDGET FORM (see spreadsheet attachment)

G. INTENT TO SUBMIT PROPOSAL
IMPROVING EDUCATOR QUALITY STATE GRANT PROGRAM

Project Director: _____

Lead Institution: _____

Address: _____

_____

Project Title: _____

Participants to be Served: _____

Grade Level of Educators: _____

Academic Subject: _____

Program Objectives: _____

_____

_____

_____

Delivery Methods: _____

_____

_____

Contact Hours per Participant: _____

Requesting Consideration for Second Year Renewal?

Please return this form by August 3, 2012 to:

John T. DeAtley, Director
Improving Educator Quality Program
Kentucky Council on Postsecondary Education
1024 Capital Plaza Drive, Suite 320
Frankfort, KY 40601
Fax: (502) 573-1535
John.DeAtley@ ky.gov

APPENDIX II:
ADDITIONAL RESOURCES

A. IMPROVING EDUCATOR QUALITY GRANT
FINAL PROGRAM REPORT FORM

Institution:
Project Name:
Content Area(s):
Project Director:
Date:

PART I: PROJECT DESCRIPTION

1. Provide the number of participants **directly** served by the project, by category. ("Participants" are individuals who took part in professional development institutes, mentoring and/or follow up activities.) If a participant fits into more than one category, please choose the category that best describes his or her primary function at the school (*unduplicated count*). K-12 students who indirectly benefited from their teachers' involvement in the project or teachers/administrators who only used materials or supplies purchased with IEQ funds should not be counted as "participants." However, if a train-the-trainer model was used, both the teachers/administrators trained as trainers and the individuals they trained at their school should be counted as "participants."

Category	Number of Participants
Teachers (in-service only)	
Paraprofessionals (e.g., aides, assistants)	
Principals	
TOTAL	

2. Of the total number of participants served, indicate how many work/teach at the each of the following levels. As before, select only one level per participant (*unduplicated count*).

Level	Number of Participants
Early Childhood	
Elementary School	
Middle School	
High School	
Postsecondary	
TOTAL	

3. Indicate the content areas taught by project participants.

Content Area	Number of Participants
Self-contained classroom (all subjects)	
Math	
English, language arts, reading	
Special education	
Arts and humanities (e.g., music, art, drama)	
Combination (e.g., science & technology, English & social studies)	
Other (specify):	
TOTAL	

4. Indicate the gender of participants served.

Gender	Number of Participants
Male	
Female	
TOTAL	

5. Indicate the ethnicity of participants served (*unduplicated count*).

Ethnicity	Number of Participants
White, non-Hispanic	
Black, non-Hispanic	
Hispanic	
Asian/Pacific Islander	
American Indian/Alaskan Native	
Unknown	
Other (specify):	
TOTAL	

6. List all of the school districts served by the project and provide the poverty rate for each (as calculated by the US Census Bureau on attached table). (*Add additional rows if necessary.)*

School Districts Served	Poverty Rate

30

7. List all of the schools served by the project, the percentage of teachers at that school teaching out of subject or with emergency, provision, or temporary certification, as well as the percentage of students eligible for federal free or reduced-price lunch. (*Add additional rows if necessary.*)

Name of School	% of teachers that do not meet "highly qualified" definition	% of students eligible for free or reduced-price lunch

8. Title II, Part A of NCLB requires states to award funding to partnerships, which at a minimum must include a postsecondary school of education, a postsecondary school of arts and sciences, and a high-need local school district (where at least 20% of students are in poverty). Other partners may include private schools, non-profit organizations, businesses, etc. List each member of partnership below. (*Additional rows may be added, if necessary*).

Partner	Type of Organization

9. Summarize your project activities in the table below.

Type of Activity	Date	Major Objective of Activity	Number of Participants	Length of Activity (in Hours)

10. Provide the number of participants in your program receiving each of the following types of credit. (*List all types of credit received. This may be a duplicated count.)*

Type of Credit	# of Participants
Graduate credit	
Undergraduate credit	
Continuing education credit	
Credit toward salary increase	
Credit toward certification	
Professional development hours	
No credit awarded	
Other (specify)	
TOTAL	

11. Provide the average number of total contact hours per participant (including professional development institutes and sustained mentoring/follow up training).

12. Indicate the time period over which contact hours took place (month/year to month/year).

13. How many postsecondary faculty, administrators, or staff were involved in the project?

14. How many K-12 students were positively impacted as a result of their teachers' participation in the project?

15. Indicate the total amount of IEQ federal funds used by each primary partner. Federal law prohibits any single member of the partnership from using more than 50% of the funds; the provision focuses not on which partner receives the funds, but on which partner directly benefits from them. (Refer to non-regulatory guidance, I-29, for more detail. The non-regulatory guidance can be downloaded at www.ed.gov/programs/teacherqual/guidance.pdf)

Partner Name	Funding Used

16. How much additional funding did you leverage from in-kind or matching contributions?

PART II: PROJECT SELF-ASSESSMENT

1. Provide a brief overview of your project and the participants served.

2. Describe any changes made from the original proposal and give a rationale for these changes.

3. Summarize the project's primary objectives, measurements, and outcomes. Describe any unexpected outcomes that occurred.

4. How did the project measure gains in student learning achieved as a result of the Improving Educator Quality program? What outcomes occurred?

5. Indicate the top three contributions you feel your project made to the participants involved.

6. Describe the three greatest challenges faced by your project.

7. What improvements do you feel could be made to the Improving Educator Quality Program?